

## HUMAN SYSTEMS AND ECONOMIC ACTIVITIES

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

**Sample Related concepts:** communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.

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# ISÄ PYP SOCIAL STUDIES SCOPE AND SEQUENCE



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<p><b>Learning Outcomes:</b></p> <p>Suggest some suitable rules and routines for the class (classroom agreement)</p> <p>Demonstrate a positive attitude towards learning</p>	<p><b>Learning Outcomes:</b></p> <p>Identify and explain from where, when, how and who to get help from</p> <p>Analyse how to use and choose different strategies</p>	<p><b>Learning Outcomes:</b></p> <p>Explain reasons why people migrate (causation)</p> <p>Explain different patterns of migration (perspective)</p>	<p><b>Learning Outcomes:</b></p> <p>Recognize the elements of major political systems</p> <p>Identify ways that citizenship influences governance</p>	<p><b>Learning Outcomes:</b></p> <p>Understand stereotyping</p> <p>Use media to convince an audience to</p>

# ISÄ PYP SOCIAL STUDIES SCOPE AND SEQUENCE



	to make group decisions			participate in an economic activity
Exhibit skills and strategies for organizing his or her time and belongings		Be able to give examples of push and pull factors (causation)	Examine how the rights of a person affect their responsibilities	Use communication to promote their products
Recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others)		Be able to explain effects of migration	Understand how different political systems provide conflict resolution	Understand and use Ethos-Pathos-Logos for persuasion
Resolve conflict using Kelso Choices Strategies		Be able to name and locate the seven continents		
Describe and compare the various communities to which he or she belongs				
Explain how communities have natural and constructed features				
Recognize the components of a local community identify the contributions of different members of a community				
Create and share his or her own story about being a community member				

## SOCIAL ORGANIZATION AND CULTURE

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

**Sample Related concepts:** artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.

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<p><b>Learning Outcomes:</b></p> <p>Represent some of the journeys or places they live he or she has made (for example, through drawing or role play)</p>	<p><b>Learning Outcomes:</b></p> <p>Compare and contrast dance forms from around the world</p>	<p><b>Learning Outcomes:</b></p> <p>Be able to explain similarities and differences between traditions</p>	<p><b>Learning Outcomes:</b></p> <p>Distinguish personal beliefs and belief systems</p>	<p><b>Learning Outcomes:</b></p> <p>Remember past personal experiences of consent.</p>

# ISÄ PYP SOCIAL STUDIES SCOPE AND SEQUENCE



Research and compare different places where people live		Explain differences and similarities in arts (connection)	Analyse the relationship between beliefs, values and interaction	Understand what consent is and how different people need to be treated.
Compare and contrast choices and behaviour (host country and home country)		Interpret art using the five elements of art (perspective)	Identify rights and responsibilities that stem from our beliefs	Apply personal as well as researched knowledge.
Positions of place (continents, countries) in relation to each other			Describe how organizations and individuals meet the needs and rights of children	Analyze what consent is and how different people need to be treated.
Identify factors that influence where people live and what their homes are like			Explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures	Remember through research and discussion past conflict and resolutions.
Present that places where they come from that reflects who he or she is			Compare between past and the present conditions for children	Understand what leads to conflict in various parts of the world and the contributing factors.
			Realise that children's rights are accompanied by a set of responsibilities	Apply personal as well as researched worldly knowledge of conflict resolutions.
				Analyze different cultures and nations.



## CONTINUITY AND CHANGE THROUGH TIME

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

**Sample Related concepts:** chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.

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# ISÄ PYP SOCIAL STUDIES SCOPE AND SEQUENCE



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<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>
		<p>Explain different ways of measuring time throughout history</p>	<p>Realise that exploration is taking place in different aspects of life</p>	<p>Research impact on environmental issues like: pollution, fossil fuels, and global warming and analyze how they can make a difference</p>

# ISÄ PYP SOCIAL STUDIES SCOPE AND SEQUENCE



		Explain the impact of advances in technology over time	Comprehend the importance of exploration to humanity	Understand their relationship to the environment and their responsibility to preserving it.
		Create a time-line	Identify ways that technology supports exploration	Evaluate the impacts of pollution on different parts of the world
		Give examples of how structures help civilizations to adapt	Familiarize with different forms of art and understanding it as means of expression	
			Connect artwork to historical events	
			Reflect on the influence of the cultural backgrounds on artwork	

## HUMAN AND NATURAL ENVIRONMENTS

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

**Sample Related concepts:** amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements.

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<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>
			Analyze ways that people adapt to overcome natural disasters	Understand what impacts inventions have on the world. Understand how technology developed around the world over various periods of time.
			Recognise interdependence as an important aspect of human survival	Analyze the impact of technology on the world around us.
			Communicate practices that support human survival	Create a deeper understanding of what technology is and how best to use it.



## RESOURCES AND THE ENVIRONMENT

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

**Sample Related concepts:** conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

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They will gain an understanding of how and why people manage resources.</p> <p>Understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.</p>	<p><b>Age 9-12</b></p> <p>Recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place.</p> <p>Extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities.</p> <p>Gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. 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<p><b>Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>Formulate and ask questions about the past,</li> </ul>	<p><b>Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>Formulate and ask questions about the past,</li> </ul>	<p><b>Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>Formulate and ask questions about the past,</li> </ul>	<p><b>Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>Formulate and ask questions about the past,</li> </ul>	<p><b>Social Studies Skills:</b></p> <ul style="list-style-type: none"> <li>Formulate and ask questions about the past,</li> </ul>

# ISÄ PYP SOCIAL STUDIES SCOPE AND SEQUENCE



<p><i>the future, places and society</i></p> <ul style="list-style-type: none"> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources</li> <li>• Orientate in relation to place and time</li> <li>• Identify roles, rights and responsibilities in society</li> <li>• Assess the accuracy, validity and possible bias of sources.</li> </ul>	<p><i>the future, places and society</i></p> <ul style="list-style-type: none"> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources</li> <li>• Orientate in relation to place and time</li> <li>• Identify roles, rights and responsibilities in society</li> <li>• Assess the accuracy, validity and possible bias of sources.</li> </ul>	<p><i>the future, places and society</i></p> <ul style="list-style-type: none"> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources</li> <li>• Orientate in relation to place and time</li> <li>• Identify roles, rights and responsibilities in society</li> <li>• Assess the accuracy, validity and possible bias of sources.</li> </ul>	<p><i>the future, places and society</i></p> <ul style="list-style-type: none"> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources</li> <li>• Orientate in relation to place and time</li> <li>• Identify roles, rights and responsibilities in society</li> <li>• Assess the accuracy, validity and possible bias of sources.</li> </ul>	<p><i>the future, places and society</i></p> <ul style="list-style-type: none"> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources</li> <li>• Orientate in relation to place and time</li> <li>• Identify roles, rights and responsibilities in society</li> <li>• Assess the accuracy, validity and possible bias of sources.</li> </ul>
<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>	<b>Learning Outcomes:</b>
				Research impact on environmental issues like: pollution, fossil fuels, and global warming and analyze how they can make a difference
				Understand their relationship to the environment and their responsibility to preserving it.
				Evaluate the impacts of pollution on different parts of the world